**Station 1**

**Instructions**

1) With a partner, complete the Venn diagram provided, detailing similarities and differences between a fast food restaurant menu and a fine dining restaurant menu. Set the timer for 4 minutes while you complete this activity.

2) Next, share your Venn with the other group.

Which group came up with the most similarities and differences?

Which ideas did they think of that you didn’t? Add their ideas to your Venn.

**Related Language Expectation:** Grade 5 Media Literacy

Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message *(e.g., the components* *of the dinner menu for a restaurant: different* *sections for each course, descriptions* *of ingredients, catchy titles for different* *dishes, and prices are included to* *interest diners in the various dishes and* *give them information they need to make* *choices)*

*Teacher prompt:* “In what ways would a menu for a fast-food restaurant differ from a menu for a fine-dining restaurant?”

**Station 2**

**Instructions**

Take turns reading the article aloud with a partner, then take turns:

1. Making a prediction
2. Asking a question
3. Clarifying something you had misunderstood
4. Drawing a conclusion about the ideas and information in the article, citing stated or implied evidence from it to support your views

**Related Language Expectation:** Grade 5 Reading

Responding to and Evaluating Texts 1.8make judgements and draw conclusionsabout the ideas and information in textsand cite stated or implied evidence fromthe text to support their views

**Station 3**

**Instructions**

This game is played just like the game Jenga (where players take turns taking a block from the middle or bottom of the tower and placing it on top), except:

1. Shuffle the deck of cards and place it face down on the table.
2. Before taking your turn, another group member will take the top card from the deck and read it aloud to you.
3. You must pronounce the same word, but also correctly pronounce any silent letters. For example, if your group member reads “pneumonia,” you respond, “/p/ neumonia” before you can take your turn.

**Related Language Expectation:** Grade 5 Writing

Spelling unfamiliar words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., pronounce the silent letters in words:* ***p-****neumonia)*

**Station 4**

**Adjective Taboo Instructions**

This game is played just like the game Taboo.

1. Break into 2 teams. The person sitting next to you should be on the other team.
2. Shuffle the deck and place it face down in the middle of the table.
3. Player 1 pick up a card and read it privately. Then show it to the member of the other team sitting beside you.
4. Turn the timer over.
5. Describe the word on the card using adjectives until your partner guesses the word. The person next to you will monitor to make sure that you do not say the word on the card.
6. Keep drawing and describing cards until the timer runs out.
7. Take turns until all the cards have been used. The team with the most cards wins.

**Related Language Expectation:** Grade 5 Writing

Word Choice 2.3 use some vivid and/or figurative language or innovative expressions to add interest *(e.g., some comparative adjectives…)*

**Station 5**

**Instructions**

1. Choose a children’s picture book.
2. Skim the text for words which may be challenging for young readers.
3. Using the dictionary and paper provided, create a glossary to include in the beginning of the book.

**Related Language Expectation**: Grade 5 Writing

Publishing 3.7 use a range of appropriate elements ofeffective presentation in the finishedproduct, including print, script, differentfonts, graphics, and layout *(e.g., use legible printing and cursive writing; include a labelled diagram, photographs, and a beginning glossary of terms in a read-aloud information book for younger children; use a formal letter layout for a letter to a public official)*

**Station 6**

**Instructions**

Drop

Everything

And

Read

**Station 7**

**Instructions**

Together with your group, use the newspaper and discuss answers to the following questions:

1. How many sections are there in this newspaper?
2. What sorts of advertisements appear in the different sections?
3. If the advertisements in different sections differ, explain why you think that would be.
4. If time permits, find an article that interests you and read it alone or with a partner.

**Related Language Expectation**: Grade 5 Media Literacy

Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience *(e.g. newspapers: separate sections for* *international/national news, sports, entertainment,* *and local events to appeal to a* *wide range of interests; headlines, photographs* *with captions, and graphics to add* *human interest and impact; photographs of columnists to signal that they are expressing a personal opinion)*

*Teacher prompts:* “In what ways are the layouts of these two newspapers similar? In what ways are they different? Can you suggest reasons for the similarities and differences?” “How many sections are there in this newspaper? What sorts of advertisements appear in the different sections? Can you explain why they differ?”

**Station 9**

**Listening Station Instructions**

1. Before listening to this oral text, grab a piece of paper and divide it into 4 columns: word choice; tone of voice; pace of delivery; and body language.
2. As you watch and listen to Taylor Mali’s poetry slam, “What Teachers Make” (3:08), jot down any observations about the speaker’s word choice, tone of voice, pace of delivery, and body language.
3. Discuss your observations with the group. How did Mali’s use of these elements contribute to the meaning he is trying to convey?
4. If you have extra time, share with your group any connections you can make between this oral text and your experiences, other texts and the world.

**Related Language Expectation**: Grade 5 Oral Communication

Analysing Texts 1.7 analyse oral texts and explain how specific elements in them contribute to meaning *(e.g., ideas and information,* *word choice, tone of voice, pace of delivery,* *body language)*

**Station 8**

**Creating Similes**

**A simile is a figure of speech that compares someone or something to someone or something else using as or like (e.g., cheeks like roses; as sly as a fox).**

**Instructions**

1. 1 group member is the judge, timer and scorekeeper.
2. The judge shakes and spills the letter dice from the cup.
3. Each player chooses two dice, then creates a simile using the two letters facing up on the dice.

Ex. If a player chooses H and L, he or she might create the simile “hot as Las Vegas” or “head like a lollipop.”

1. When all players have thought of a simile, they share with the group and the judge decides which player gets a point based on the best simile.
2. Keep playing until time runs out. The player with the most points wins.

**Related Language Expectation**: Grade 5 Writing

Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly)